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A REPORT ON NEWARK PUBLIC SCHOOLS

PREPARED BY THE
EDUCATION COMMITTEE
OF THE NEWARK BRANCH, NAACP
190 CLINTON AVE., NEWARK, N. J.

NOVEMBER, 1961

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* * *

The Education Committee wishes to express its appreciation to the many persons, acting as individuals or as representatives of cooperating organizations, whose information and material assistance helped the committee in the preparation of this Report.

Single copies of this Report are available on request at the the offices of the Newark Branch of the National Association for the Advancement of Colored People. For bulk orders, inquire about special rates. Enclose a stamped, self-addressed envelope.

Persons wishing to aid the work of the committee may contribute to the Legal Defense Fund by tearing off the form on page 22.

A REPORT ON NEWARK PUBLIC SCHOOLS, 1961

By the Education Committee of
The Newark Branch of the NAACP

November, 1961

The current Education Committee of the Newark Branch of the NAACP began its study of the Newark school system as a civic project. During the two-year battle over changing from a semi-annual to an annual promotion system, many allegations were made which indicated that there were shortcomings within the system and that educational standards had generally deteriorated in the Newark school system since World War II.

When the Committee was organized, the charges by the Newark Branch and several teachers involved of promotional examination discrimination were stalled in the office of the State Superintendent of Education. For years there had been vague allegations of discrimination in the Newark schools at the pupil level as well as at the teacher and promotional levels.

When the current Committee began its study, it did so with an open mind. The only aim was to raise the educational standards for all students in the system. It was and is the contention of the Committee that if any student in the city receives an inferior education, the entire community is adversely affected.

Almost immediately after starting the study, it became apparent to the Committee that there were many shortcomings within the Newark school system. Discussions were held by members of the Committee with parents in the city, teachers in the system, and educators in other systems in the Metropolitan New York area.

These findings resulted last spring in a tour of several schools by the Mayor and members of various civic groups. The tour was aborted before it was half completed and was never resumed.

Meetings were held with various members of the administrative staff employed by the Board of Education.

All of the findings were reported to the Board of Education by members of the Committee in monthly presentations made at each Board meeting.

The Committee made presentations of its findings to various civic and religious groups. A public meeting was held in June, 1961 to inform the public of the findings and conditions within the school system.

The following is a summary of the findings of the Committee:

AN INVESTIGATION OF COMPETENCY

In January, 1961, the NAACP joined several other civic and community groups in asking the Board of Education to investigate the competency of the Superintendent of Schools and his staff.

Why was such a request made?

The NAACP Education Committee and some of the other groups involved had studied the school situation in Newark and found many shortcomings and inequities in the system. These groups felt that something had to be done rapidly to correct these situations and salvage those students who still could be saved within the system as well as new students.

Informal meetings were held with the Mayor, members of the Board of Education and members of the administrative staff. Basically, the following positions were taken by each of the three, in the opinion of the NAACP:

Mayor---The Board of Education, although its members are appointed by him, is an autonomous body after it is sworn in and the Mayor has no jurisdiction or influence on the action or policies of the Board beyond that of a citizen of the city.

Board of Education---The Board does not initiate school activity or policy but merely acts on recommendations of the Superintendent. On rare occasions it may ask or direct the Superintendent to study and report on situations but it cannot do anything beyond approving or disapproving a recommendation by the administrative staff.

Administrative Staff---The staff is limited in what it can do by the policy as laid down by the Board of Education. Many of the complaints cited are not valid because if they were the staff would have known about them and corrected them. Since the complaining groups are not "professional educators," they are not qualified to judge the school system. The staff is gratified that the groups are interested in education in Newark but the staff cannot and will not be stampeded into bowing to "pressure groups."

Based on the respective positions taken and an analysis of the Faulkner Act, the Newark City Charter and Chapter 18 of N. J. statutes, it was the opinion of the Newark Branch of the NAACP, through its Education Committee, that the initial course of action to take would be to ask the Board to investigate the competency of the administrative staff.

From January through June of 1961, much of the information included in this presentation was reported to the Board of Education by the Education Committee of the NAACP and the other groups asking for the investigation.

In June, the Board, in a unanimous ruling, decided that the charges and "allegations" presented to them did not warrant any action or investigation by them or any other group, since they felt that the charges were "too vague." No determination was sought or made by the Board as to whether the allegations or complaints were true. The Board did not deny, affirm or take cognizance of any of the specific complaints made. The Board did acknowledge shortcomings in administration efforts and conceded that on occasion it had to "prod" the Superintendent into action.

ASSIGNMENT OF SUBSTITUTE TEACHERS

The number and assignment of substitute teachers assigned on a full-time basis within the Newark school system has concerned the NAACP Education Committee for many years. Reports made by the Committee in years past have always indicated that data from the Board of Education were not made available on this matter.

Pressure by the current Committee, working in concert with other civic groups, made this information available to the public this year, possibly for the first time.

An examination of the data supplied by the Board of Education reveals a wide variance in substitute teacher assignment in the elementary schools, ranging from 0.0 percent of the total teacher assignment at one school to 50 percent at another.

On a city-wide average, we find 25.8 percent of all teachers on the elementary school payroll on March 30, 1961, were substitutes. This figure does not include substitutes assigned on a daily or short-term basis for illness or temporary absence.

If these substitute teachers were assigned on a random basis one could expect to find them about equally distributed throughout the elementary schools--approximately 25 percent substitute teachers at one school.

However, an analysis of the figures and the accompanying chart (Substitute Teacher Assignment) reveals that this is not the case. The graph shows that there is a decided correlation between the assignment of substitute teachers and the racial composition of the elementary school district.

The chart indicates that as a school district becomes more non-white, the percentage of substitute teachers increases. Conversely, the fewer Negroes in the school district, the smaller the percentage of substitute teachers.

On the accompanying chart, headed SUBSTITUTE TEACHER ASSIGNMENT, the vertical dotted line represents the city average for substitute teachers. On the same chart, the horizontal dotted line represents the average number of Negroes in Newark as reported in the 1960 Census.

If substitute teachers were assigned equally throughout the elementary schools, plotting the schools on the graph would create a series of points hovering about the vertical dotted line--regardless of the racial composition of the school district--approximately 25.8 percent (plus or minus a 5 percent factor) substitute teachers at each school.

However, when the schools are plotted on the graph, an altogether different pattern becomes apparent. With a few exceptions, there are two groupings on the chart. One such grouping is concentrated in the lower left-hand quadrant and the other is concentrated in the upper right-hand quadrant.

The graph shows, with the few exceptions, that the higher the Negro concentration in a school district, the greater the percentage of substitute teachers assigned to the elementary school. Conversely, the lower the Negro concentration, the lower is the percentage of substitute teachers assigned to an elementary school.

In the chart headed % DEVIATION FROM CITY AVERAGE, it is shown in 20 elementary schools which served areas 0.0 to 20.0 percent non-white (as of 1960 Census figures) there were 28.7 percent fewer substitute teachers than the city average. In the 11 schools which served areas 20.1 to 40.0 percent non-whites, there were 0.4 percent more substitute teachers than the city average. In the five schools which served areas 40.1 to 60.0 percent non-white, there were 15.5 percent more substitute teachers than the city average. The eight schools which served areas 60.1 to 80.0 percent non-white had 28.3 percent more substitutes than the city average. In the five schools serving areas 80.1 to 100 percent non-white, there were 27.5 percent more substitutes than the city average.

TABLE I

ACTUAL PAYROLL POSITIONS OF TEACHERS IN THE NEWARK ELEMENTARY SCHOOLS, MARCH 30, 1961

(This Table does not include recreation teachers, teacher clerks,
or teachers assigned to the Central Office)

Elementary School	Reg. Apptd. Tchrs.	Substitute Teachers		Total Tchrs.	% of Tchrs. who are Subst. in Open Pos.	% of Subst. in Sch.	% of Population in School Dist. which is non- white (1960 Census Figures)
		for tchrs. on leave	in "open" positions				
Abington	27	1	2	30	6.7	10.0	12.8
Alexander	17	-	4	21	19.0	19.0	0.2
Ann	28	-	5	33	15.1	15.1	0.2
Avon	37	4	17	58	29.3	36.2	73.4
Bergen	41	5	22	68	32.3	39.7	74.0
Bragaw	20	3	1	24	4.2	16.7	3.8
Broadway	25	4	3	32	9.4	21.9	36.0
Burnet	20	3	7	30	23.3	33.3	36.8
Camden	19	3	8	30	26.7	36.7	61.5
Central Ave.	23	-	5	28	17.8	17.8	59.4
Chancellor	30	-	-	30	0.0	0.0	0.1
Charlton	35	-	22	57	38.6	38.6	88.0
Cleveland	30	1	11	42	26.2	28.6	84.1
Coc's Place	3	2	1	6	16.7	50.0	56.2
Dayton	38	4	5	47	10.6	19.2	20.4
Eighteenth	29	-	15	44	34.1	34.1	88.3
Elliott	20	-	3	23	13.0	13.0	7.2
Fifteenth	30	1	12	43	27.9	30.2	22.5
First	18	2	2	22	9.1	18.1	1.6
Fourteenth	17	3	4	24	16.7	29.1	37.6
Franklin	21	1	7	29	24.1	27.4	13.0
Garfield	23	2	4	29	13.8	20.7	9.9
Hawkins	25	2	6	33	18.2	24.2	19.6
Hawthorne	23	3	4	30	13.3	23.3	20.7
Lafayette	36	1	4	41	9.7	12.2	18.4
Lincoln	15	1	2	18	11.1	16.7	0.0
Madison	22	-	9	31	29.0	29.0	28.7
Maple	30	-	4	34	11.8	11.8	0.7
McKinley	34	4	7	45	15.5	24.4	32.4
Miller St.	39	-	14	53	26.4	26.4	60.8
Monmouth	15	1	6	22	27.3	31.8	71.7
Morton	35	2	5	42	11.9	16.7	88.4
Mt. Vernon	29	2	3	34	8.8	14.7	1.5
Newton	32	1	9	42	21.4	23.8	70.0
Oliver	29	-	8	37	21.6	21.6	27.7
Peshine	32	3	11	46	23.9	30.4	53.3
Ridge	11	2	2	15	13.3	26.7	1.0
Robert Treat	25	3	17	45	37.8	44.4	83.7
Roseville	6	1	4	11	36.4	45.5	38.1
South	12	-	1	13	7.7	7.7	31.1
South Eighth	34	-	17	51	33.3	33.3	47.6
So. Seventeenth	28	1	6	35	17.1	20.0	11.1
So. Tenth	19	-	4	23	17.4	17.4	43.1
Speedway	6	-	1	7	14.3	14.3	6.4
Summer Ave.	20	2	8	30	26.7	33.3	7.2
Sussex	17	1	5	23	21.7	26.1	19.7
Warren	13	-	7	20	35.0	35.0	72.8
Waverly	11	-	6	17	35.3	35.3	67.2
Wilson	22	-	9	31	29.0	29.0	3.8
Total	1,171	69	339	1,579	21.5	25.8	

Prepared by Department of Reference and Research, Newark Board of Education, April 13, 1961

*This figure not included in Board of Education Table

TABLE II

Correlation of percentage of substitute teachers in elementary schools on March 30, 1961, to percentage of non-white population in school district (based on 1960 census.)

Average for all Elementary Schools: 25.8%

<u>Under 25.8%</u>			<u>Over 25.8%</u>			
<u>% Subs.</u>	<u>% Non-Whites</u>	<u>School</u>	<u>% Subs.</u>	<u>% Non-Whites</u>	<u>School</u>	
1.	0.0	0.1	26.	26.1	19.7	Sussex
2.	7.7	31.1	27.	26.4	60.8	Miller
3.	10.0	12.8	28.	26.7	1.0	Ridge
4.	11.8	0.7	29.	27.4	13.0	Franklin
5.	12.2	18.4	30.	28.6	84.1	Cleveland
6.	13.0	7.2	31.	29.0	3.8	Wilson
7.	14.2	6.4	32.	29.0	28.7	Madison
8.	14.7	1.5	33.	29.1	37.6	Fourteenth
9.	15.1	0.9	34.	30.2	22.5	Fifteenth
10.	16.7	0.0	35.	30.4	53.3	Peshine
11.	16.7	3.8	36.	31.8	71.7	Monmouth
12.	16.7	88.4	37.	33.3	7.2	Summer
13.	17.4	43.1	38.	33.3	36.8	Burnet
14.	17.8	59.4	39.	33.3	47.6	So. Eighth
15.	18.1	1.6	40.	34.1	88.3	18th Ave.
16.	19.0	0.2	41.	35.0	72.8	Warren
17.	19.2	20.4	42.	35.3	67.2	Waverly
18.	20.0	11.1	43.	36.2	73.4	Avon
19.	20.7	9.9	44.	36.7	61.5	Camden
20.	21.6	27.7	45.	38.6	88.0	Charlton
21.	21.9	36.0	46.	39.7	74.0	Bergen
22.	23.3	20.7	47.	44.4	83.7	Robert Treat
23.	23.8	70.0	48.	45.5	38.1	Roseville
24.	24.2	19.6	49.	50.0	56.2	Coe's Place
25.	24.4	32.4				

CROWDING AND CLASS SIZES

The Newark Board of Education has never ruled officially on a maximum permissible number of students in any classroom.

Unofficially, the Board of Education in Newark several years ago spoke of no more than 35 students in a classroom, with a goal of 30.

Discussions with educators in Newark and other large cities indicate a division of thought on optimum class size. However, when elementary schools are divorced from the rest of public education, there is a consensus that the smaller the size of the class the easier it is for teacher and pupil, particularly in the early grades (where reading and arithmetic foundations are being laid.).

According to figures issued by the Board of Education, Newark averaged 32.6 students per classroom in the February, 1961, school semester. In that same period there were 128 part-time (or double-session) classes in the system in that same period.

When an attempt was made to plot the average class size on a graph to find if there was a correlation between the class size and the racial composition of the school districts, with a few exceptions, it was found that the lower left-hand quadrant had a decided grouping--schools of high-white composition had class sizes well below the city average.

However, the grouping in the upper right-hand quadrant was not as sharply defined on a cursory analysis. A closer analysis, however, revealed that another factor had to be plotted into the chart in order to give a true picture--double session classrooms.

On the accompanying tables and charts it is revealed that of the 128 double-session classrooms, all but 14 are in schools with high-Negro school district areas. (Conversely, all but one of the 47 unused classrooms are in schools with under the city average for non-white composition of the school districts. Of the 47 unused classrooms, 38 were in school districts which were decidedly below the city average.)

Therefore, on the graph, all schools which had double sessions are indicated. If these schools did not have double sessions and the enrollment were unchanged, it can readily be seen that the class size averages would be decidedly larger.

In view of this, the Committee has computed what the average class size would be at the schools which had part-time classes, if all the students were full-time students:

TABLE III

School	Class size average with double sessions	Class size average without double sessions
So. 8th (28)	32.8	49.3
Miller (22)	34.0	46.5
Avon (20)	30.8	39.8
Bergen (20)	32.8	40.6
Peshine (16)	32.5	40.1
Madison (14)	31.1	42.6
Camden (8)	31.6	37.3

Thus, it can be seen on the accompanying chart that when these schools are plotted without the double-session factor, there is a decided grouping in the upper right-hand quadrant.

It is the contention of members of the Board of Education and its administrative staff that this is the result of neighborhood housing patterns and shifts in population for which the Board was unprepared.

However, the Board has refused to consider using temporary classrooms in religious or civic buildings. It has refused to consider shifting district lines or bussing students to use empty classrooms in other parts of the city. Nor has the Board or its staff considered the use of mobile classrooms. All of these temporary solutions, even to quonset huts, have been proposed by the NAACP Education Committee and other civic groups to eliminate double sessions while permanent classrooms were being built.

Instead, the Board has embarked on a program of building cafeteriums--eliminating playground space in congested areas--plus an inadequate and subject-to-delay temporary classroom program.

In one instance, at Bergen Street School, the Board did offer to transport students across the city to a school building which was condemned. The parents at Bergen Street School, however, were told that any child who missed his or her bus would "be on his own" in getting home or to school. The children eligible for the plan were in the six, seven and eight-year old levels. When the parents asked that the older children be considered (so they would not be "lost" if they missed a bus) the Board refused to consider such a change.

It is the considered opinion of the NAACP Education Committee that the proposal was made in this manner in order to insure that the parents would refuse the plan. The parents involved obliged the school administration and rejected the plan, under the advice of the NAACP Education Committee and other civic groups.

TABLE III ENROLLMENTS AND CLASS SIZE DATA OF NEWARK ELEMENTARY SCHOOLS, FEBRUARY 1961 TERM

(Data as of February 8, except Kindergarten and Special enrollments March 1)

Elementary School	Organization	Enrollment				No. Classes in Grades	Aver. Class Size	No. Double Grade Classes	No. Spec. Classes	Type Spec. Class	No. Vacant Rooms	No. Part-Time Classes
		Elem.	Kdg.	Spec.	Total							
Abington	K-8	660	63	29	752	21	31.4	6	2	Binet	3	-
									1	Hard of Hearing		
Alexander	K-6	562	103	-	665	17	33.0	5	-		6	-
Ann	K-8	888	93	-	981	28	31.7	8	-		5	-
Avon	K-6	1390	198	16	1604	45	30.8	5	1	Educable	-	20
Bergen	K-6	1706	205	-	1911	52	32.8	1	-		-	20
Bragaw	K-6	551	85	14	650	18	30.6	5	1	Binet	3	-
Broadway	K-6	844	127	17	988	25	33.8	6	1	Binet	-	-
Burnet	K-8	748	101	16	865	24	31.2	4	1	Binet	2	-
Camden	K-6	821	100	-	921	26	31.6	6	-		-	8
Central	K-8	710	74	-	784	21	33.8	10	-		-	-
Chancellor	K-8	665	51	13	729	21	31.7	1	1	Binet	3	-
Charlton	K-8	1424	140	54	1618	40	35.6	2	4	Binet	-	-
Cleveland	K-6	1076	191	32	1299	32	33.6	7	2	Binet	-	-
Coe's	K-3	166	48	-	214	5	33.2	4	-		-	-
Dayton	K-8	1023	127	28	1178	33	31.0	2	2	Binet	7	-
									1	Soc. Maladjusted		
18th Ave.	K-6	1080	165	30	1275	35	30.9	-	2	Binet	-	-
Elliott	K-6	351	87	71	509	11	31.9	9	7	(2 Binet, 1 Sight, 1 Multiple Handicapped 3 Braille)	1	-
15th Ave.	K-8	1063	142	44	1249	33	32.2	1	3	2 Binet, 1 Sight Consv.	-	-
First Ave.	K-8	456	49	-	505	15	30.4	4	-		-	-
14th Ave.	K-8	699	82	-	781	21	33.2	6	-		-	-
Franklin	K-6	727	104	15	846	24	30.3	4	2	1 Binet, 1 Hearing	2	-
Garfield	K-8	863	109	-	972	26	33.2	1	-		-	-
Hawkins	K-8	864	119	-	983	27	32.0	12	-		-	-
Hawthorne	K-6	766	103	-	869	25	30.6	5	-		-	-
Lafayette	K-8	1128	88	15	1231	34	33.2	2	1	Binet	-	-
Lincoln	K-6	381	118	-	499	12	31.8	-	-		3	-
Madison	K-6	809	119	-	928	26	31.1	2	-		-	14
Madison	K-8	818	67	-	885	26	31.4	-	-		-	-

Table III, Continued

Elementary School	Organization	Enrollment				No. Classes in Grades	Aver. Class Size	No. Double Grade Classes	No. Spec. Classes	Type Spec. Class	No. Vacant Rooms	No. Part-Time Classes
		Elem.	Kdg.	Spec.	Total							
McKinley	K-6	1054	158	43	1255	33	31.9	6	3	Binet	3	-
Miller	K-8	1395	133	26	1554	41	34.0	7	2	Binet	-	22
Monmouth	K-6	567	71	15	653	18	31.5	4	1	Binet	-	-
Morton	K-6	1096	148	42	1286	32	34.3	2	3	Binet	-	-
Mt. Vernon	K-6	799	147	15	961	25	31.9	4	1	Binet	4	-
Newton	K-8	1013	113	31	1157	32	31.6	3	2	Binet	-	-
Oliver	K-8	990	62	30	1082	27	36.7	9	2	Binet	-	-
Peshine	K-8	1235	151	-	1386	38	32.5	3	-	-	-	16
Ridge	K-6	388	78	-	466	12	32.3	7	-	-	-	-
Robt. Treat	K-6	1175	132	15	1322	38	30.9	2	1	Binet	1	-
Roseville	K-7	359	42	-	401	10	35.9	7	-	-	-	-
South	K-4	347	58	15	420	11	31.5	6	1	Binet	3	-
South 8th	K-8	1380	129	16	1525	42	32.8	-	1	Binet	-	28
South 17th	K-8	873	114	-	987	27	32.3	2	-	-	-	-
South 10th	K-8	637	73	-	710	17	37.4	13	-	-	-	-
Speedway	K-3	168	66	-	234	5	33.6	3	-	-	-	-
Summer	K-6	878	111	-	989	26	33.7	4	-	-	-	-
Sussex	K-8	674	89	-	763	19	35.4	7	-	-	-	-
Warren	K-6	599	70	33	702	16	37.4	6	2	Binet	-	-
Waverly	K-6	543	88	-	631	15	36.2	9	-	-	-	-
Wilson	K-8	689	66	39	794	22	31.3	4	4	(2 Binet, 1 Hearing, 1 Sight Consv.)	1	-
TOTALS City-Wide Elementary		40,098	5,157	714	45,969	1229	32.6	226	55		47	128

Prepared by Department of Reference and Research, Newark Board of Education
April 13, 1961

TABLE IV

AVERAGE CLASS SIZE

<u>Average Class Size</u>	<u>Percent Non- White</u>	<u>School</u>	<u>Average Class Size</u>	<u>Percent Non- White</u>	<u>School</u>		
1.	30.3	13.0	Franklin	26.	32.3	1.0	Ridge
2.	30.4	1.6	First Ave.	27.	32.3	11.1	So. Seventeenth
3.	30.6	3.8	Bragaw	28.	32.5	53.3	Peshine
4.	30.6	20.7	Hawthorne	29.	32.8	74.0	Bergen
5.	30.8	73.4	Avon	30.	32.8	47.6	South Eighth
6.	30.9	88.3	Eighteenth Ave.	31.	33.0	0.5	Alexander
7.	30.9	83.7	Robert Treat	32.	33.2	18.4	Lafayette
8.	31.0	20.4	Dayton	33.	33.2	9.9	Garfield
9.	31.1	28.7	Madison	34.	33.2	37.6	Fourteenth Ave.
10.	31.2	36.8	Burnet	35.	33.2	56.2	Coc's
11.	31.3	3.8	Wilson	36.	33.6	6.4	Speedway
12.	31.4	12.8	Abington	37.	33.6	84.1	Cleveland
13.	31.4	0.7	Maple	38.	33.7	7.2	Summer
14.	31.5	31.1	South	39.	33.8	59.4	Central
15.	31.5	71.9	Monmouth	40.	33.8	36.0	Broadway
16.	31.6	70.0	Newton	41.	34.0	60.8	Miller
17.	31.6	61.5	Camden	42.	34.3	88.4	Morton
18.	31.7	0.1	Chancellor	43.	35.4	19.7	Sussex
19.	31.7	0.9	Ann	44.	35.6	88.0	Charlton
20.	31.8	0.0	Lincoln	45.	35.9	38.1	Roseville
21.	31.9	1.5	Mt. Vernon	46.	36.2	67.2	Waverly
22.	31.9	32.4	McKinley	47.	36.7	27.7	Oliver
23.	31.9	7.2	Elliott	48.	37.4	72.8	Warren
24.	32.0	19.6	Hawkins	49.	37.4	43.1	South Tenth
25.	32.2	22.5	Fifteenth Ave.				

TABLE V

DOUBLE SESSION CLASSES

<u>No. of Classes</u>	<u>Percent Non-Whites</u>	<u>School</u>
28	47.6	So. Eighth
22	60.8	Miller
20	73.4	Avon
20	74.0	Bergen
16	53.3	Peshine
14	28.7	Madison
8	61.5	Camden
128		

EMPTY CLASSROOMS

<u>No. of Rooms</u>	<u>Percent Non-Whites</u>	<u>School</u>
7	20.4	Dayton
6	0.5	Alexander
5	0.9	Ann
4	1.5	Mt. Vernon
3	12.8	Abington
3	3.8	Bragaw
3	0.1	Chancellor
3	0.0	Lincoln
3	32.4	McKinley
3	31.1	South
2	13.0	Franklin
2	36.8	Burnet
1	7.2	Elliott
1	3.8	Wilson
1	83.7	Robert Treat

TEXTBOOKS AND SUPPLIES

Throughout the past year, the NMACP Education Committee made repeated efforts to get the Board of Education and/or its staff to look into reports of the lack of adequate textbooks and supplies in the schools.

With the exception of a transfer of an elementary school from its old building into a building formerly occupied by a junior high school (in which case all new textbooks were supplied) it has been found that almost without exception there has been a deplorable shortage of textbooks available to elementary school children in districts with high Negro enrollments.

While the supply situation has also been far from flawless in the primarily white-enrollment schools, there is a marked difference in the supply situation between high-white-enrollment schools and high-Negro-enrollment schools.

At several points during the year, the Committee has been asked to list the school and classrooms where such shortages existed. To have complied with such requests would have placed some individual teachers in jeopardy. The actual school but not classroom was cited in each case.

In some cases these teachers had complained to their respective school principals about the shortages and had been warned not to press their complaints further and that books and supplies would eventually be forthcoming. When the books were not furnished, some of these teachers permitted the Committee to have this information.

In order to protect these teachers from any possible recriminations, the Committee kept no data on which particular classes were involved, merely the schools.

The Board of Education and the administrative staff have continually refused to take any cognizance of these charges of lack of adequate text and work books. When certain members of the Board have deigned to recognize that we have made such charges, they have merely denied that such conditions existed without any attempt to verify the facts or allegations.

The Education Committee is now in the process of making a survey of school conditions, including the availability of books. As the data from parents is compiled, actual classrooms will be specified, where work and textbooks are either not available, inadequate or outmoded.

The general data as supplied to the Board in the past, however, indicated that in double-session classrooms, textbooks were not permitted to be taken home by students. In these cases, part-time students were not even afforded the opportunities of catching up on their work outside of schoolroom hours.

It was pointed out that in schools with high Negro enrollments, textbooks were either not available or so outmoded and in such poor condition as to be of virtually no value as a text.

Workbooks are not available in many of these schools.

Many of the textbooks available are stamped "discarded" from other schools in the city.

Examples have been cited to the Board of a dedicated teacher who has been forced to write his own text material for his elementary school class because no books were supplied. It was told to the Board that some class libraries consist of nothing but comic books. In one reading class, since no "reader" books were available, the teacher spent the time reading to the children from a book of his own. How the children were expected to learn to read by this process was never explained.

PLANNING

The existence of double-session classes in the Newark school system, overcrowded classrooms and many other factors concerning school plant, personnel and supplies were among the first factors in the Newark school system brought to the attention of the Education Committee.

Population shifts and the occupying of housing projects had caught the Board of Education unprepared continually in the past 10 to 15 years.

Almost immediately it became evident to the Education Committee that the Newark Board of Education and its administrative staff were working without any long-range or master plan in regard to plant, personnel or curriculum.

Before one overcrowding situation is plugged through some stop-gap plan, one or more others break out in the Newark system.

Discussions with members of the administrative staff revealed that no long-range plan was even under consideration. The Board and its staff have been apprised by the Education Committee that many cities throughout the nation are able to work intelligently using some sort of planning (the New Haven plan and others).

An apparent lack of liaison and coordination between the Newark Housing Authority and the Board of Education appears to exist. As a member of the Committee told the Board in a formal address in January, 1961, "too little and too late" is a fitting epigram for the Newark school system.

In this area again, it immediately becomes apparent that the areas which suffered from lack of adequate planning the most were areas with high-Negro school enrollments.

Before one shovelful of earth was turned for the new Quitman Street elementary school, it has been pointed out to the Board, the school will be vastly overcrowded the day it opens.

Before final plans were made for the additions and temporary classrooms at Bergen and Avon schools, it was pointed out to the Board, not enough classrooms were being provided to eliminate double sessions at these schools.

No member of the Board or its staff has ever asked the Committee to verify the figures and statistics used by the Committee to arrive at these conclusions. However, members of the administrative staff have indicated that they would not or could not anticipate or plan accurately.

The following statement was made to the Board of Education by a member of the Committee in the spring of 1961:

"Bergen Street school, with 20 double-session classrooms, has between 700 and 800 more children than it was built to hold. A temporary building with 24 classrooms is being built to alleviate this condition. By the Board's own goal of 30 children per classroom, this is inadequate. (There isn't a school in the city which averages as low as 30 children per classroom.) In addition, 350 students are to be transferred from Avon to Bergen to alleviate some of Avon's overcrowding. This Board takes no cognizance of the fact that we expect a normal school population growth in the area of several hundred children.

"All of this adds up to the fact that this Board and its staff are playing a gigantic game of 'musical chairs' with our children."

No comment was made by the Board or any member of its staff. No changes were made in the plans for the temporary addition. Avon Avenue school serves an area which is 73.4 percent non-white. Bergen Street school serves an area which is 74 percent non-white.

SOCIAL PROMOTION

The Board of Education has laid down no policy which states that students are to be promoted from one grade to the next higher grade on a basis of academic achievement.

A committee of the Board, headed by Dr. Jonas Lewis, made an excellent report on raising the curriculum levels in the high schools about two years before the current committee was organized. During the current year the same committee reported that nothing had been done with its report by the administrative staff in the intervening period.

However, no curriculum study has been made on the elementary school level.

Among the findings of the NAACP Education Committee, it was revealed that there were no standards for minimum achievement in the Newark schools for promotion from one grade to the next on the elementary schools. Many reports have been made to the Education Committee that students at one school in a particular grade were being taught at a grade level several years behind students at another school.

In every case where such a report was received, schools in districts which had primarily high-Negro enrollments were far behind schools with high-white enrollment figures.

One of the arguments used by the proponents of annual promotion when that was an issue, was that many children were being promoted out of the elementary schools without being able to read well or without having a grasp of the rudiments of arithmetic and other basic subjects.

The Education Committee found that this allegation was true.

It was discovered that in many schools, primarily those with high-Negro enrollments, pupils were being promoted without regard to academic achievement. As long as the student was not a serious disciplinary problem, he was promoted, if in the opinion of the teacher the student made an effort to learn.

Discussions with educators revealed that this practice was not unique to Newark and that there were some sociological and psychological arguments in favor of social promotion.

In effect these arguments boil down to an effort not to hurt the student psychologically through failing the student and placing that student into a different age group in his or her academic class.

According to the informants, teachers who failed students for non-achievement of minimal standards academically in Newark schools were subject to review and reprimand by department heads and principals and in most cases were forced to reverse their grades and pass the recalcitrant students.

The unofficial policy of the school system appears to be one of passing most students out of the school system as rapidly as possible, without regard for academic achievement of even the simplest rudiments of learning.

The Education Committee has registered complaints about this practice to the Board of Education and its staff to no avail to date.

A HIGHER HORIZONS PROGRAM

In conjunction with other civic groups, the Newark NAACP Education Committee has made repeated efforts to get the Board of Education to adopt a Higher Horizons type of program for Newark.

The administrative staff of the Board of Education has stated that some sort of study would be made of the plan but to the time this report was published, it has made no report as to such a study or findings.

What would a program such as Higher Horizons do for the City of Newark's educational system?

Such a program, as practiced in New York City, which has reported excellent results with it so far, would overcome many of the inequities faced by students who live in socio-economic depressed areas.

As proposed by the Newark Branch of the NAACP through the Education Committee, such a program would:

Follow the New York system of cultural enrichment for students coming from culturally deprived areas. Books other than textbooks, newspapers and periodicals are introduced to the children and homes (in many cases for the first time.). Music and other art forms are introduced and in such a palatable manner to change the feeling of the students so that they will find art appreciation desirable rather than considering it an escapism for the effete.

Establish close coordination between the teacher and the parent as well as the child. By working with the parent as well as the child, the teacher (properly trained and indoctrinated in the aims and workings of such a program) can instill in the home an attitude conducive to education. In many of the homes in the socio-economic depressed areas, the parents are not education oriented. This program would attempt to correct this deficiency.

Smaller class sizes would be one of the first steps in such a program. With classes cut down, the teacher is relieved of many of his or her disciplinary problems and can concentrate on teaching. With a class of about 20 children, particularly in the early grades, when reading and arithmetic are first being taught, the teacher can give individual attention to the children and lay a strong foundation upon which to build further education.

A strong program of remedial help for children who find some difficulties with grasping as well as for children who have fallen behind under the present system.

A strong guidance program involving fully trained personnel working with the students and parents to encourage higher education and full attainment of the potential of each child.

At an early meeting between members of the Education Committee and members of the administrative staff of the Board of Education, the Higher Horizons program for Newark was suggested.

One of the assistant superintendents felt that the program merited study but felt that there might be opposition to the program from the public on several grounds: 1. cost; 2. it might be considered outside the domain of the educational system to institute a sociological program of this sort; 3. Shortage of plant facility for the program, and 4. Shortage of trained personnel to work with the program.

Members of the Education Committee pointed out that 1. The cost would be more than offset in creating greater buying power among the beneficiaries of such a program who could get better jobs. Much of the cost could be regained from the reduction of delinquency and crime rates in areas where the programs are put into effect and eventually the reduction of the numbers of people on welfare rolls and in State and City institutions.

2. It is incumbent upon a Board of Education to educate and to make education effective and desirable. The Supreme Court has ruled that educational facilities must be made equal and if it requires extra effort to create equal facilities and opportunities, the Board is responsible to take the initiative in such a program.

3. and 4. The shortage of trained personnel and plant facilities exist even under the present system. These shortages must be eliminated under either program.

ACADEMIC STANDARDS

Teachers, primarily at the high school level, have complained to members of the Education Committee that students are being graduated from the elementary schools who are nearly illiterate. Leaders in the field of personnel and employment indicate a reluctance on the parts of some employers to hire graduates of certain Newark schools because those graduates are not capable of performing properly.

All of the complaints have centered, primarily, about the schools with high-Negro enrollments.

The NAACP Education Committee, armed with the statistics on double sessions, class sizes and substitute teacher assignments, discussed some of these problems with members of the administrative staff of the Board of Education.

In the course of two of the conversations, the Education Committee requested the results, by school, of the three national tests given to elementary school students in Newark. Both times the request was denied (although the second time the city averages were supplied) on the grounds that the Board did not want any school identified or stigmatized.

On both occasions it was suggested that the test results be made available without the names of the school but identified by numerical or lettered code known only to the administrative staff. This, too, was denied, with no reasons given.

It was indicated to the staff that the Education Committee wanted to analyze the data so that it could suggest which schools needed the first consideration in class-size reduction and remedial aid.

Since the individual school scores are posted on the bulletin boards of that school, it was possible to get some of the school scores. The school which finished first in the city on all three tests given in March, 1961, was Chancellor. Chancellor serves an area which is 0.1 percent non-white; has no substitute teachers and has adequate work books and textbooks available to all grades. The school which finished last in the city, according to information made available to the Committee was Newton, which serves an area which is 70 percent non-white, and has 23.8 percent substitute teachers. According to information made available to the Committee, workbooks were not available and textbooks, where available were "disgraceful" old and in many cases marked "Discarded from _____ school."

The following figures are indicative:

	<u>Natl. Average</u>	<u>Newark Average</u>	<u>Chancellor Average</u>
3B Reading	3.1	2.5	4.3
6B Reading	6.1	4.9	8.1
7B Arithmetic	7.1	6.0	9.1

Questions directed to parents and teachers indicate a wide gap in the teaching levels from school to school at the same grade levels in the Newark system. Some elementary school teachers in high-Negro enrollment schools have indicated that their principals have instructed them to pass any student who is not a discipline problem into the next grade, regardless of whether he has grasped all, part or any of the term's work, in order to make room for the next class or because "they're hopeless, anyway."

VICE-PRINCIPAL EXAMINATION BIAS

For 97 years preceding September, 1961, no Negro was ever promoted to a supervisory or administrative position in the Newark school system (with the exception of the appointment of a Negro principal some 50 years ago to a segregated all-Negro school.)

Prior to 1958 several cases were cited to the Board where test papers of Negroes were misgraded to eliminate these candidates for promotion from the oral portions of the examinations, and when the errors were later rectified it was too late for these candidates to take the other portions of the exams or the time limit for appeal managed to have elapsed.

In the 1958-59 examinations, for the first time in Newark history, six Negroes passed all portions of the examination for vice-principal. However, their placement on the list was such that it was almost guaranteed that the first Negro would not be reached for the life of the list. Of the Negro candidates, several scored superior in the written portions of the examination and finished at the top of the list of that portion of the examination.

However, in the oral portion of the exam, all the Negro candidates were scored at about the same position--in the mediocre range of the list. High scores on the oral lifted many white candidates above their Negro competitors on the placement list, in spite of poorer showings on the written tests. In background vocationally and educationally as well as from the standpoint of civic, community and related activity, at least two of the Negro candidates stood far above candidates who were lifted above them by virtue of grades on the oral portion of the examination.

Complaints were made to the Board of Education about several irregularities in the examination procedures and a special committee of the Board was appointed to investigate the examination. The Board committee found the following "irregularities" in the procedure:

1. The superintendent, in violation of the rule which "prohibits communication among the examiners to insure independent evaluation" gave comments on 22 of the 52 candidates. Each of the candidates who had received favorable comments from the superintendent scored exceedingly well on the oral exams. Those candidates receiving adverse or no comments from the superintendent scored poorly on the orals.

2. Examiners for the oral examination knew the grades achieved by the candidates on the written examinations and were able to grade the candidates accordingly to fulfill the desires of the superintendent as indicated by his comments.

3. Oral examiners were not given the full data on all candidates but were given voluminous background information on some candidates and virtually none on other candidates, even though such information was available.

4. Only eight of the 52 candidates were examined by all five of the oral examiners. Each candidate's score (of the remaining 44) was therefore partly determined by which examiner or examiners were absent.

5. At least two persons who appeared as candidates before promotional oral boards also served on oral boards during the period of the examinations.

6. Mathematical errors were revealed in grading; peculiar statistical methods were used for determinations; and extreme leniency was accorded some candidates but not others (in no case a Negro candidate.)

7. Some white candidates were permitted to take the oral examination in spite of the fact that they had not passed all sections of the written examinations.

8. The Board rule requiring tape recordings of oral examinations was not obeyed and no such records were made.

Rosalie

9. Several items, such as college transcripts, were handled subjectively, when objectivity was called for. However, the handling varied with the candidate and indicated that some candidates had been singled out.

In spite of the above findings by the Board's committee and in spite of the statement by a member of the administrative staff that "bias may have unwittingly crept into our procedures," the Board and the superintendent refused to invalidate the list.

Three of the teachers and a citizens' group filed separate suits of complaint about the list and the case is pending, as of the publication of this presentation, before the State Commissioner of Education.

Those who have defended the examination and its procedures have stated that the superintendent of schools should be permitted to advise examiners on which candidates he would like to have working with him on the administrative levels.

If this reasoning were carried out and were valid, then there would be no need for examinations at all and the superintendent could merely select those persons whom he wished promoted.

The fact that the local and State Boards have set up examination procedures and rules for protecting the identities of candidates on the written portions of the examinations indicates the fallaciousness of this argument.

It should be indicated at this point that the Education Committee is in the process of compiling a list of Negro teachers in the school system and their assignments within the system. All of the evidence collected to date indicates that Negro teachers are usually assigned to high-Negro enrollment schools and rarely to high-white enrollment schools.

REDISTRICTING OF THE HIGH SCHOOLS

On May 23, 1961, the Board of Education adopted a program of redistricting for the Newark high schools. The reason given for the redistricting was that annual promotion, adopted two years earlier, would bring an extra influx of students into the high schools in September, 1961. (In September, 1961, and for the next three Septembers, enrollment in the high schools, due to the acceleration program adopted to institute annual promotion, will be about 12½ percent higher than normal.)

The Board and its staff were warned by many persons of the phenomenon at the time annual promotion was proposed. Between the time of proposal, some four years earlier (or adoption, two years earlier) and May, 1961, the high school enrollment factor was apparently forgotten.

On the night of May 23, 1961, the superintendent of schools proposed a redistricting of the high schools and the creation of a new high school (conversion of Ivy Junior High into Vailsburg High School) in order to avoid a serious overcrowding problem in the high schools. The plan was presented to the Board of Education as an emergency program which had to be adopted that night, if a catastrophe were to be averted.

At that public meeting of the Board, Verner Henry, a member of the Board, stated that the adoption of the plan would further segregate the high schools of Newark. Mr. Henry made similar and stronger charges the following day in a television interview.

Morris Fuchs, president of the Board, in answer to Mr. Henry's objections, said that the superintendent's plan was the only one available to the Board and that in view of the urgency and lack of time available, unless Mr. Henry or someone else could present an alternate plan which would eliminate the objections raised by Mr. Henry, the Board had no choice but to accept the superintendent's plan. The May 23 plan was then formally adopted by the Board.

In the next two weeks, the NAACP Education Committee, which had had no inkling of the plan prior to the evening of May 23, spent more than 400 man-hours and arrived at an alternate plan which would not only reverse the trend to further segregation but also create 400 additional seats for high school students, without any construction.

Members of the Board were solicited to meet with the Education Committee to consider the alternate plan. The Board refused to meet with the Committee but referred the Committee to the superintendent (the same superintendent whose competency the Committee was then asking the Board to investigate.). The Committee offered the plan to the superintendent and met with him and his staff at his convenience in mid-June.

The administrative staff objected to the "implications" of the first two pages (the preamble) to the plan. The Committee agreed to withdraw the first two pages as part of the plan but reserved the right to reinstate them if the plan were rejected and stated that the points made therein would be pressed in other presentations.

The administrative staff questioned the fact that 400 seats would be made available but later withdrew the objection in view of the fact that the difference of opinion on the number of additional seats created would be no more than 50 between the extreme views and probably no more than 25 according to the consensus.

The administrative staff felt that there was not enough time to implement the NAACP plan or a similar one. It was pointed out that the May 23 plan had been implemented in less than three weeks and that some 14 weeks remained before the opening of school in September.

The administrative staff felt that not enough time was available to convert Clinton Place Junior High into a high school (labs.). It was pointed out that Ivy was converted in 6 weeks.

The administrative staff felt that not enough time was available to rearrange programming at the high schools. They pointed out that many principals would not be available during the summer months. The Committee advised the staff that 14 weeks remained for programming, which was accomplished in less than three weeks for its plan. The Committee further stated that if it were necessary to open the schools as planned but keep the students out for a few days while the entire personnel at the schools changed the programming, it would solve the problem.

The administrative staff offered no further objections to the NAACP plan and said it would be studied and reported to the Board.

The following week the Board met and the administrative staff had no report to make on the alternate plan. Bowing to public pressure by civic and religious groups which charged that the May 23 plan fostered and furthered segregated conditions in the city, the Board agreed to meet with the NAACP Education Committee that week.

At that meeting on June 29, the administrative staff offered some objections similar to the ones offered the preceding week, and the Board instructed the administrative staff to study the NAACP alternate plan.

On September 7, the Newark schools reopened, after summer vacations, using the May 23 plan. To the date of this publication, no comment has been made publicly or to the Committee as to why the Board did not adopt the NAACP plan or something which followed the patterns established by the NAACP plan.

On the pages immediately following is presented the NAACP alternate plan exactly as presented to the administrative staff.

NAACP REDISTRICTING PLAN FOR NEWARK HIGH SCHOOLS

The goal of the analysis and alternate plan of the NAACP on the redistricting of high schools in the city of Newark is to attempt to integrate the high schools.

This presentation will not go into the legal or moral reasons for such integration, but in a city which is more than one-third Negro, it is unrealistic to find two of the high schools 80 percent or more Negro, and two 85 percent or more white.

Without suggesting intent or lack of intent, we also find a school that had a fairly representative integration factor losing one-third or more of its Negro students. We also find the creation of a new high school which will serve an area which is less than 1 percent Negro.

Discussions with some educators and a sample of the public on the general premise of greater integration of the high schools reveals some reservations on the parts of those interviewed but not along the lines of racial factors.

The hesitancy appears to center on the fact that the levels of education are much lower in the feeder schools which are attended by a large percentage of Negroes than in the feeder schools attended by a preponderance of whites. Since this ties in closely with the NAACP statements to the Board over the past six months about double sessions, overcrowded classrooms, substitute teachers, and related situations which the NAACP has amply indicated in other presentations, we will therefore not go into them beyond this mention.

However, it is incumbent on the administration and the Board to see that the standards of education are maintained at the highest levels throughout the city. It is doubly necessary to make sure that different standards are not applied in schools, particularly along racial lines.

A "higher horizons" program should be seriously considered for Newark.

One of the solutions to the redistricting problems which was considered by the NAACP Committee was the establishment of academic high schools and open enrollment. IF ALL STANDARDS AT ALL ELEMENTARY SCHOOLS WERE EQUAL, we would welcome such a system which would provide superior academic, art, commercial and technical high schools. However, in view of the sharp differences between the levels of education at different feeder schools and the poor quality of guidance at predominantly Negro schools, the adoption of such a program now would lead to almost complete segregation.

This group looks forward to the time when such a plan can be adopted without this drawback.

The NAACP Committee has not gone into the question of the 8-4 versus the 6-3-3 question in any great depth. However, the situation had to enter into some phases of the analysis. There appears to be no real pattern of which way Newark is going. On the surface, it appears as if junior high schools are built or created to alleviate a crowding problem in either the elementary schools or the high school serving an area.

Since the Board's thinking along the lines of which system will become universal in the city has not been made public yet, no attempt has been made to further integrate the junior high schools. The Board and superintendent should bear in mind, however, that when the decision is made, all possible steps should be taken to integrate whichever system is adopted. This group will be happy to consult with the responsible authorities. We feel similar steps should be taken along elementary school lines and would like to discuss such an approach with the proper authorities.

The analysis of racial composition of the high schools was accomplished by taking the 1960 census tract figures for Newark, superimposing the census map on a map containing elementary, junior high and high school district lines and then compiling the appropriate figures.

A paradox was found here. Contacts with various sociology departments of the major universities within 50 miles of Newark and with the American Society of Sociological Research reveals an awareness of the paradox and the reasons for it but no treatise on the subject which would give a definitive solution.

The paradox: As a neighborhood becomes more Negro in population, after some point between 30 and 50 percent, the school in that area begins to assume a larger proportion of Negroes than the census figures indicate.

The reasons: As an area becomes more Negro, beyond the 30 to 50 percent level, there is an exodus of many white families with school-age children. This exodus is nowhere near as rapid and in most cases non-existent among families with no school-age children. Other factors also enter to a lesser degree: transfers; entry into private schools; and illegal registrations.

The solution: Since actual racial enrollment figures are not available in New Jersey, a physical head count was made at a group of high-Negro enrollment schools. In the first two such schools, the actual count of students made was 85 percent and 90 percent of the total enrollment. An analysis of those figures revealed that after 20 percent of the physical count was made, the percentages didn't vary more than 1.5 percent. Therefore, in the balance of the schools counted, the count was stopped at about the 30 percent to 35 percent level (whenever the figures stabilized).

NJACCP REDISTRICTING PLAN

(Accept May 23 plan as adopted by Board of Education with following changes)

<u>ELEMENTARY SCHOOL</u>	<u>FROM:</u>	<u>TO:</u>
Sussex	Barringer	West Side
Roseville	Barringer	West Side
Central Avenue	Central	Barringer
Warren	Central	Barringer
Dayton	South Side	Weequahic
Miller	South Side	East Side
Madison	West Side	South Side
Bragaw	Weequahic	South Side
Hawthorne	(Unassigned-was Weequahic)	
Lafayette	East Side	Central
Speedway (Part)	West Side	Vailsburg
(youngsters formerly assigned to 15th Ave. go to Alexander)		

All shifts have been made in order to keep total high school enrollment at a level as set by the May 23 ruling--based on feeder school enrollments. This will in no way further alleviate or create overcrowding.

NOTE: There is one exception to maintaining the May 23 ruling levels. South Side enrollment to be moved intact, physically, into Clinton Place Junior High Building and retain name and staff. New building can handle 400 more pupils. Clinton Place Junior High to be moved into old South Side building.

BARRINGER

Before May 23 ruling served a populace:

Total	89,350	
Non-white	11,441	
Percent non-white		12.8 (Census tract)
		No compensating factor

After May 23 ruling no change

NAACP Plan will serve a populace:

Remove: Sussex and Roseville

Add: Central and Warren

Total	89,437	
Non-white	15,008	
Percent non-white		18.0 (Census tract)
Percent non-white		20.4 (Adjusted)

CENTRAL

Before May 23 ruling served a populace:

Total	44,450	
Non-white	31,620	
Percent non-white		71.1 (Census tract)
Percent non-white		85.3 (Adjusted)

After May 23 ruling served a populace:

Total	58,828	
Non-white	42,965	
Percent non-white		73.3 (Census Tract)
Percent non-white		87.9 (Adjusted)

NAACP Plan will serve a populace:

Remove: Central and Warren

Add: Lafayette

Total	66,365	
Non-white	39,947	
Percent non-white		64.0 (Census tract)
Percent non-white		76.8 (Adjusted)

EAST SIDE

Before May 23 ruling served a populace:

Total	47,703	
Non-white	6,838	
Percent non-white		14.3 (Census tract)
		(No adjustment factor)

After May 23 ruling -- NO CHANGE

NAACP Plan will serve a populace:

Remove: Lafayette

Add: Miller

Total	49,294	
Non-white	13,093	
Percent non-white		26.6 (Census tract)
		32.1 (Adjusted)

SOUTH SIDE
(In Clinton Place Building)

Before May 23 ruling served a populace:

Total	71,401	
Non-white	51,437	
Percent non-white		72.4 (Census tract)
Percent non-white		80.0 (Adjusted-physical count of 612 students)

After May 23 ruling will serve a populace:

Total	66,213	
Non-white	45,655	
Percent non-white		69.0 (Census tract)
Percent non-white		75.9 (adjusted)

NACCP Plan will serve a populace:

Remove: Dayton and Miller
Add: Madison, Bragaw and Hawthorne (Unassigned in May 23 plan)

Total	75,778	
Non-white	41,511	
Percent non-white		54.8 (Census tract)
Percent non-white		60.3 (adjusted)

South Side enrollment to be moved intact, physically, into Clinton Place Junior High Building and retain name and staff. New building can handle 400 more pupils. Clinton Place Junior High to be moved into ~~the~~ South Side building.

WEEQUAHIC

Before May 23 ruling served a populace:

Total	64,204	
Non-white	17,486	
Percent non-white		27.2 (Census tract)
Percent non-white		29.8 (adjusted)

After May 23 ruling will serve a populace: without Hawthorne

Total	32,810	
Non-white	5,885	
Percent non-white		18.1 (Census tract)
Percent non-white		23.1 (adjusted)

with Hawthorne:

Total	43,160	
Non-white	8,018	
Percent non-white		18.6 (Census tract)
Percent non-white		22.4 (adjusted)

NACCP Plan would serve

Remove: Bragaw and Hawthorne
Add: Dayton

Total	31,485	
Non-white	6,763	
Percent non-white		21.5 (Census tract)
Percent non-white		23.7 (adjusted)

WEST SIDE

Before May 23 ruling served a populace:

Total	88,789	
Non-white	20,832	
Percent non-white		23.5 (Census tract)
Percent non-white		28.0 (Adjusted)

After May 23 ruling will serve a populace:

Total	46,157	
Non-white	14,257	
Percent non-white		30.9 (Census tract)
Percent non-white		34.8 (Adjusted)

NAACP Plan

Remove: Madison and Speedway students going to 15th Avenue
Add: Sussex and Roseville

Total	42,052	
Non-white	12,700	
Percent non-white		30.2 (Census tract)
Percent non-white		34.5 (Adjusted)

VAILSBURG

Before May 23 ruling

Did not exist

After May 23 ruling will serve:

Total	33,709	
Non-white	268	
Percent-non-white		0.8 (Census tract) (No adjustment factor)

NAACP Plan will serve:

Add: Speedway enrollment at 15th Ave. to Alexander and then to Vailsburg

Total	35,709	
Non-white	430	
Percent non-white		1.2 (Census tract) (No adjustment factor)

We are not happy at the location of Ivy and its size which makes integration of the school more than just a simple shift of boundary lines. One solution might be bussing students into the area. But probably the best solution would be the following: Alexander, which is close to the 20th Street cut-off line for the district, is an old school and should be replaced soon. The replacement should be accelerated so that within a year plans are made to build a new and larger school at the site of Alexander. This new school would be a high school capable of serving the entire Vailsburg area plus a considerable portion of the integrated area below 20th Street. Children now assigned to Alexander, Lincoln, and Mt. Vernon schools, would then be redistricted so that the elementary schools in the area would be Lincoln, Mt. Vernon, and Ivy.

NEWARK'S DETERIORATING SYSTEM

On July 2, 1954, Judge G. Dixon Speakman in the Superior Court of New Jersey rendered a decision in the case of James F. X. O'Brien and Arthur W. Sleep vs. Board of Education of the City of Newark and the Board of School Estimate of Newark. Part of his decision stated:

"...historically, Newark has adopted a policy...of having a salary schedule or guide higher than other communities in the United States...Newark has consistently maintained quite a spread between it and other communities with respect to its minimums and maximums and also with respect to the number of step-ups to reach the maximums beyond the minimums. It must be assumed when this has gone on for so long that it has been accepted by the people of Newark as sound school administration for the Newark public school system. I think it is generally recognized as an outstanding school system. If this policy has contributed anything to it, that is all to the benefit of Newark and its citizens."

In 1954, this decision favoring the Board of Education upheld Newark's paying its teachers the highest salaries for any teachers in the nation. The Board of Education has never officially altered this policy and has repeatedly told the public that it is not sparing any expense for education.

The figures, however, don't bear this out.

By the 1958-59 school year, each of the following adjacent communities had higher maximum pay schedules for teachers than Newark:

Belleville, Bloomfield, East Orange, Irvington, Livingston, Millburn, Montclair, South Orange-Maplewood, West Orange, Essex County Vocational, Hillside, Union, and Summit.

In that year, Newark teachers had the highest average number of years of experience at teaching, compared with the above-listed communities. However, if one divided the number of years of experience into the average teacher salary for each of the above-mentioned communities, Newark ranked at the very bottom.

Of 21 communities in the county, Newark ranked lowest, from the standpoint of minimum, according to a New Jersey Education Association Report released in 1961, and its maximums put it in a 3-way tie for 14th place. In Essex County, the survey by NJEA reveals, there were 492 teachers (full-time teachers) earning under \$4,000 a year. Every one of these teachers was in the Newark system.

Where does Newark stand in Essex County, educationwise?

In 1960, Newark's tax rate was the highest in the county, yet it ranked 11th in the county in the portion of its tax rate which went to education. By 1961, Newark had the second-highest tax rate and its school tax rate fell to 13th in the county (of 21 communities). Its school tax rate as a percentage of total tax rate ranked it 21st, in last place.

In the 1959-60 school year, Newark's per capita spending per pupil placed it 18th of the 21 communities and 13th out of the 15 communities which had high schools. In instructional salaries cost per pupil, Newark ranked 14th. In 1955-56 it had slipped only as low as 6th.

On spending for textbooks and supplies, according to the Annual Reports of the N. J. State Commissioner for Education, Newark ranked 4th in the County in the 1951-52 school year. By the 1955-56 school year, it had dropped to 7th out of 16 systems and by the year 1959-60 had plummeted down to 13th of the 16.

The Commissioner's reports also show that in total funds available for education, between the 1951-52 year and the 1959-60 year, Newark had a 64 percent rise. East Orange, for example, had a 200 percent rise, while Essex County (16 municipalities) averaged a 133 percent rise. These figures are even worse than they appear, when one considers that the Newark Board of Education historically manages to have a 5-10 percent surplus to be entered into the next year's budget revenue.

In view of these figures, it is not difficult to understand why so many experienced teachers are leaving the Newark school system. It is not difficult to understand some of the other data which has been presented herein.

Education Committee
Newark Branch, NAACP
190 Clinton Avenue
Newark 8, New Jersey

Please detach and mail

Newark Branch, NAACP
Legal Defense Fund
190 Clinton Avenue
Newark 8, New Jersey

Gentlemen:

In order to support the program of your Educational Committee, I hereby enclose / pledge (cross out one) the sum of dollars toward the Legal Defense Fund.

Name _____

Address _____

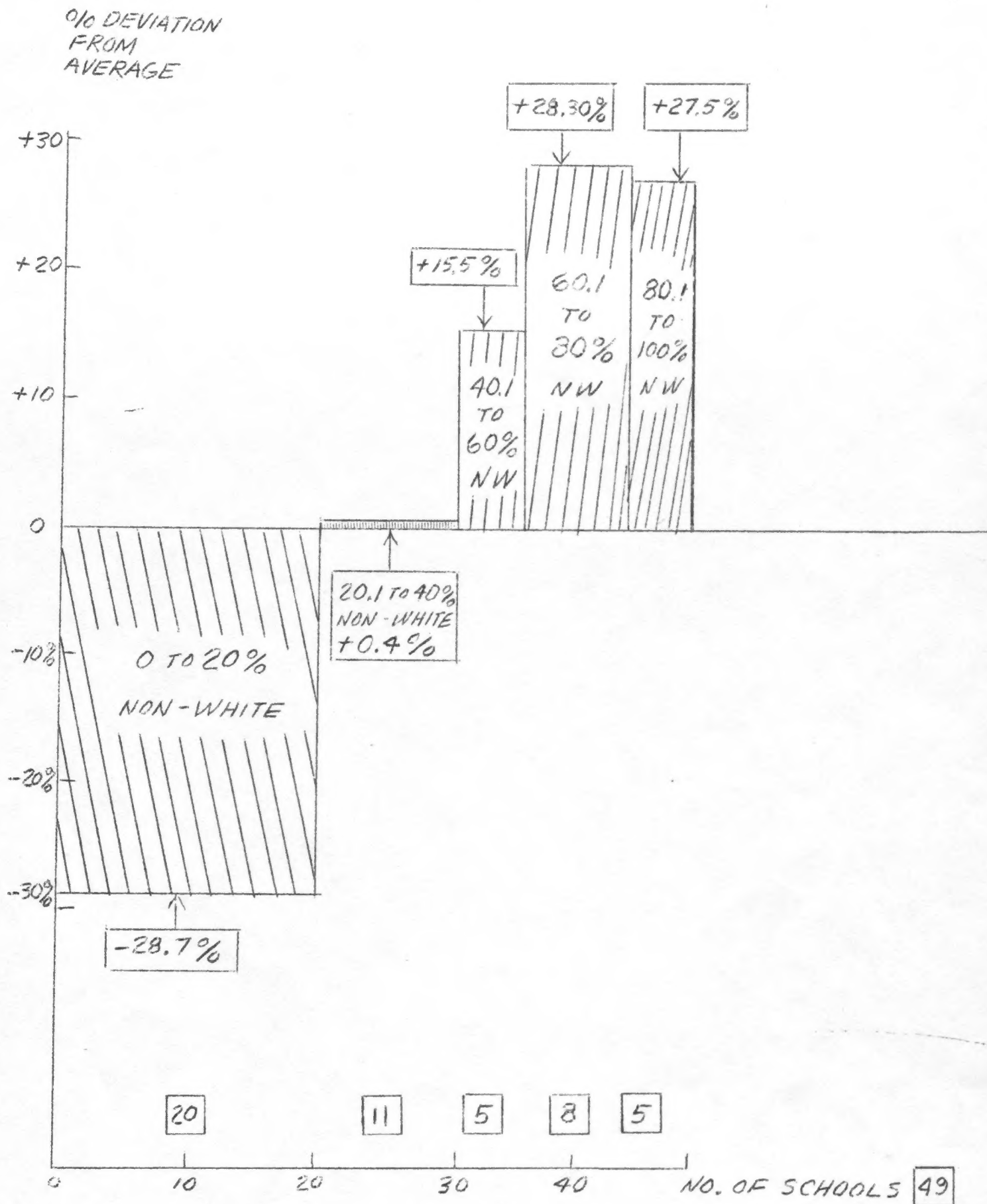
Phone _____

Organization _____

(Make checks payable to Newark Branch NAACP, Legal Defense Fund)

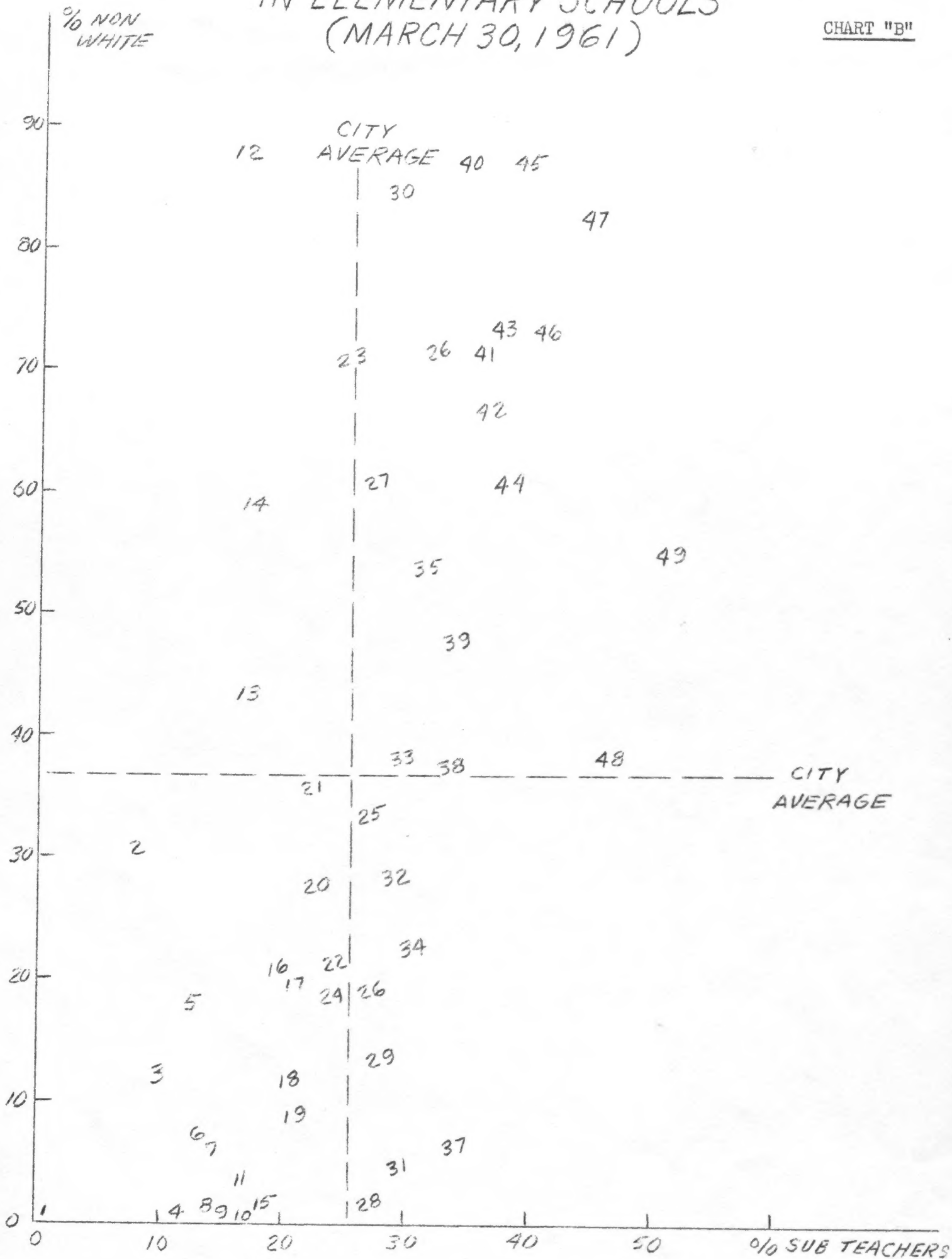
% DEVIATION
 FROM CITY AVERAGE
 IN SUB-TEACHER ASSIGNMENT
 IN RELATION TO RACIAL COMPOSITION
 OF SCHOOL DISTRICT (MARCH 30, 1961)

CHART "A"



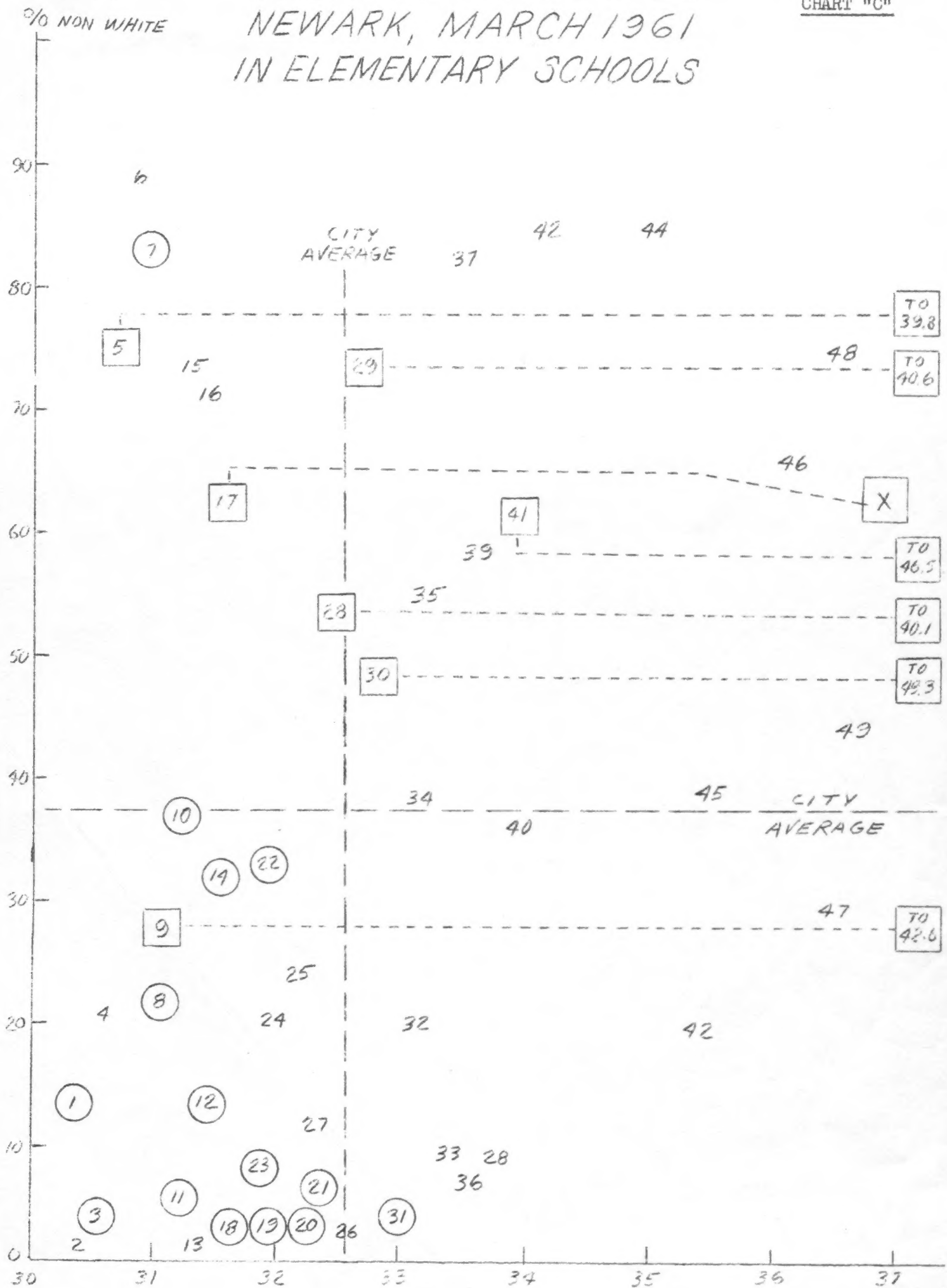
SUBSTITUTE TEACHER ASSIGNMENT IN ELEMENTARY SCHOOLS (MARCH 30, 1961)

CHART "B"



AVERAGE CLASS SIZE NEWARK, MARCH 1961 IN ELEMENTARY SCHOOLS

CHART "C"



□ - DOUBLE SESSIONS

○ - EMPTY CLASS ROOMS